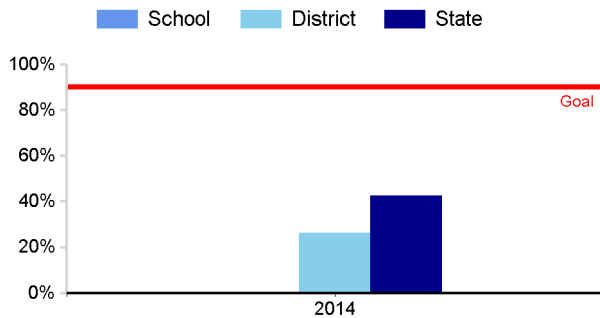


GEORGE WASHINGTON HIGH

OGDEN CITY DISTRICT

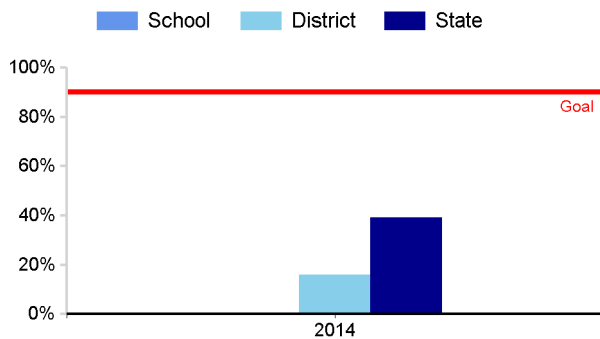
Grades 7-9

8th Grade ELA Proficiency



SAGE: 1st administration in 2014

8th Grade Math Proficiency



SAGE: 1st administration in 2014

School Demographics

Enrollment	n<10
Race/Ethnic Minority	n<10
English Learners	n<10
Low Socio-Economic	n<10
Students With Disabilities	n<10
Chronic Absenteeism	n<10
Mobility	100%

Academic Performance

Grade Span Tested: 7-9

Percent Proficient

SAGE Language Arts (ELA)	n<10
SAGE Math	n<10
SAGE Science	n<10

Student Group Percent Proficient

	ELA	Math	Science
Race/Ethnic Minority	n<10	n<10	n<10
English Learners	n<10	n<10	n<10
Low Socio-Economic	n<10	n<10	n<10
Students With Disabilities	n<10	n<10	n<10

School Snapshot

Middle School

GWHS is an alternative to the comprehensive high school, offering services for high-risk and high-potential youth referred for extra support and opportunities to thrive. GWHS includes programs at Mill Creek Youth Center and Ogden Observation & Assessment.



Utah Comprehensive Accountability System (UCAS) Framework for Alternative Schools 2014-2015

School: George Washington High, Ogden City District

THE UCAS ALTERNATIVE SCHOOLS FRAMEWORK

SCHOOL MISSION

The UCAS framework for alternative schools draws on key components selected to monitor the academic performance and well-being of students served. These components are: Academic Growth, Attendance, Credit Earning, a Graduation Index and School Climate. An alternative school can earn a total of 1500 points. The maximum points designated to each component are noted below and were allocated based on state-wide input collected from educators, leaders, and stakeholders. Information about how each component is calculated can be found in the accompanying page to this report.

Our mission at George Washington High School, in all of our programs, is to provide our students with multiple, non-traditional educational opportunities to accommodate differences, develop life skills, and promote lifelong learning.

Overall Perfomance	
COMPOSITE SCORE	1118
TOTAL POINTS POSSIBLE	1500

Academic Growth

				MGPs for AS by Subject				MGPs for BP by Subject			
Total Growth Score	237.19	All students (AS) growth score	144.69	AS MGP ELA	67.50	AS ELA N	30	BP MGP ELA	66.00	BP ELA N	17
Total Growth Score Possible (300)	300	Below proficient (BP) growth score	92.50	AS MGP Math	43.00	AS Math N	15	BP MGP Math	n<10	BP Math N	7
				AS MGP Science	n<10	AS Science N	4	BP MGP Science	n<10	BP Science N	2

Attendance

		Attendance rate		71.2%	
Total Attendance Score		225	N-size for attendance rate		171
Total Attendance Score Possible (375)		375	Attendance improvement		-2.6%
			N-size for attendance improvement		148

Credit Earning

		Credit earning rate		51.5%	
Total Credit Earning Score		375	N-size for credit earning rate		122
Total Credit Earning Score Possible (375)		375	Credit rate improvement		11.8%
			N-size for credit rate improvement		100

Graduation

		N-size for graduation index		206
Total Graduation Index Score		131		
Total Graduation Index Score Possible (300)		300		

School Climate

Total Climate Score		150
Total Climate Score Points Possible (150)		150



Utah Comprehensive Accountability System (UCAS) Framework for Alternative Schools 2014-2015

Explanation of Framework Components

The UCAS framework consists of an overall score and five components: academic growth, attendance, credit earning, a graduation index, and school climate. This page provides an explanation of how each component was constructed and calculated.

Academic Growth (maximum points = 300)

Growth points used in the regular UCAS framework are incorporated into the framework for alternative schools. Up to 100 points are available for below proficient student growth. Up to 200 points are available for the growth achieved by all students. A maximum of 300 points can be earned for this indicator. See the UCAS Framework Guide to review how growth points are calculated for each school with below proficient students, all students, and for schools where a below proficient group is missing. If fewer than 10% of full academic year students at the school have a growth score, the growth score is not reported.

Attendance (maximum points = 375)

- 1) The attendance rate is calculated for students who are enrolled a minimum of 90 days at the school in each year.
- 2) The attendance improvement rate reflects the school level difference between attendance rates for matched students between the current and prior year. Matched students are selected based on whether they were enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year.
- 3) Each school is evaluated on the attendance rate and the attendance improvement rate. A level is determined for each school by the greater value found in either rate (first column in the rubric) or improvement (second column in the rubric). For example, if a school has an attendance rate of 97% and declines by 2%, the school would earn a Level 4. Finally, the UCAS points are assigned to each level in the rubric as follows: Level 1 = 150 points; Level 2 = 225 points; Level 3 = 300 points and Level 4 = 375 points.

Attendance Rate	Improvement	Level (Points)
Less than 82%	Decline of 3% or more	1 (150)
82% to 86%	Decline less than 3%	2 (225)
87% to 89%	Improvement less than 3%	3 (300)
90% and above	Improvement of 3% or more	4 (375)

Credit Earning (maximum points = 375)

- 1) The credit earning rate is calculated for students who are enrolled a minimum of 90 days at the school in each year. This indicator quantifies the extent to which students successfully complete the courses in which they are enrolled. Credits are computed as credits earned divided by credits attempted.
- 2) The credit earning improvement rate reflects the school level difference between the credit rates earned for matched students between the current and prior year. Matched students are selected based on whether they were enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year.
- 3) Each school is evaluated on the credit earning rate and the credit earning improvement rate. A level is determined for each school by the greater value found in either rate (first column in the rubric) or improvement (second column in the rubric). For example, if a school has a credit earning rate of 85% and improves by 7%, the school would earn a Level 3. Finally, the UCAS points are assigned to each level in the rubric as follows: Level 1 = 150 points; Level 2 = 225 points; Level 3 = 300 points and Level 4 = 375 points.

Credit Earning Rate	Improvement	Level (Points)
Less than 70%	Decline of 10% or more	1 (150)
70% to 79%	Decline less than 10%	2 (225)
80% to 89%	Improvement less than 10%	3 (300)
90% and above	Improvement of 10% or more	4 (375)

Graduation (maximum points = 300)

For graduation, UCAS points are awarded in proportion to the value of outcomes related to a student exiting from the school. The point values are determined based on policy priorities and on exit codes assigned to students. The table to the right shows the UCAS points associated with each exit code and shows that a maximum of 300 points can be earned by a school.

O u t c o m e	P o i n t s
G r a d u a t e	3 0 0
G E D	2 5 0
U C A T	2 5 0
T r a n s f e r t o H i g h e r E d	2 5 0
T r a n s f e r t o A d u l t E d	1 5 0
T r a n s f e r W i t h i n D i s t r i c t	1 5 0
D r o p o u t	0

School Climate (maximum points = 150)

Points are assigned to schools based on whether the school has undertaken steps to: 1) evaluate the climate at the school (Y/N); and 2) make adjustments based on the information received.